# Overview

This module is designed to create an understanding of the importance of observation and assessment and how it shapes curriculum.

# Student outcomes

Student Outcome	Washington State Core	Corresponding WAC	
	Competency	Centers	FHCC
Outcome A The student will give examples of children developing at their own rate.	Content Area III: Ongoing Measurement of Child Progress 1a. Views children as individuals and acknowledges that children develop at their own rate. Content Area I: Child Growth & Development 1a. Recognizes that development occurs in a continuum. 1g. Adapts and modifies care and education to children's changing needs and unique personalities.	WACs 170-295-2030 170-295-2010 170-295-2040	WAC's 170-296A-6550 170-296A-6575 170-296A-6775
Outcome B The student will identify techniques for collecting child development information.	Content Area III  1b. Assists with collection of information about each child's development.  1c. Maintains confidentiality between the program and the child's family regarding each child's observation and assessment.	WAC 170-295-2080 170-295-2010	WAC 170-296A-2050
Outcome C The student will describe professional behavior regarding confidentiality of referrals.	Content Area III  1d. Maintains confidentiality between the program and the child's family regarding each child's observation and assessment. Content Area IV: Family & Community Partnerships  1f. Follows rules of confidentiality.	WAC 170-295-2080 WAC 170- 295-7010	WAC 170-296A-2025



# Required Reading

1. Child Care Center Licensing Guidebook (2<sup>nd</sup> ed., DEL 2006)

Outcomes A and B\*: page 46-47, "Planning for Activities that Allow for Differences, Preferences and Abilities"), page 73 ("Developmentally appropriate expectations"), and Section 3, page 101 ("Advising Parents of Their Child's Individual Progress")

Outcome C: Section 8, page 223-224 ("Center records: Child Records and Information")

Accessed online at:

http://www.del.wa.gov/publications/licensing/docs/ChildCareCenterLicensingGuide. pdf

- 2. Washington State Family Home Child Care Licensing Guide (2<sup>nd</sup> ed., DEL, 2013) Section 3 pp. 28; pp. 41-43, "Care and Education of Young Children," Section 6 pp. 3-4 "Recordkeeping, Reporting, Posting and Policies". See "Washington Early Learning and Development Guidelines"
- 3. For this module have your students read the position statement on assessment from NAEYC included in the handouts for this module, or found at: http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf



#### Recommended resources for instructors

- 1. Koralek, D. (Ed) (2012). Spotlight on young children and assessment. Washington, DC: National Association for the Education of Young Children.
- 2. Curtis, D. & Carter, M. (2000). The Art of Awareness: How observation can transform your teaching. Redleaf Press.
- 3. Dichtelmiller, M. (2011). The Power of Assessment: Transforming teaching and learning. Teaching Strategies.
- 4. Dichtelmiller, M., Dombro, A. & Jablon, J. The Power of Observation: Birth through Eight (2<sup>nd</sup> ed). Washington DC: Teaching Strategies.
- 5. Teaching Strategies GOLD Online, found at: https://www.teachingstrategies.com/page/GOLD-assessmentonline.cfm#product overview
- 6. High Scope "Preschool COR," found at: http://www.highscope.org/Content.asp?ContentId=113
- 7. The Colorado Department of Education Web site "Results Matter Video Library" offers videos to help providers understand ways to use observation and documentation, found at:
  - http://www.cde.state.co.us/resultsmatter/RMVideoSeries\_PracticingObservation.ht m#top
- 8. From NAEYC's Our Proud Heritage series: "Observation and Early Childhood Teaching: Evolving Fundamentals," by Stuart Reifel (PDF), found at: http://www.naeyc.org/files/yc/file/201103/OurProudHeritage Online0311.pdf

- A training workbook from Desired Results for Children and Families, "Getting to Know You through Observation," found at: <a href="http://www.wested.org/desiredresults/training/docs/Resources/getting">http://www.wested.org/desiredresults/training/docs/Resources/getting</a> to know you wb.pdf
- 10. Early Childhood Research and Practice online journal article "Wondering with Children: The Importance of Observation in Early Education," by George Forman and Ellen Hall: <a href="http://ecrp.uiuc.edu/v7n2/forman.html">http://ecrp.uiuc.edu/v7n2/forman.html</a>

# Videos supporting this Module

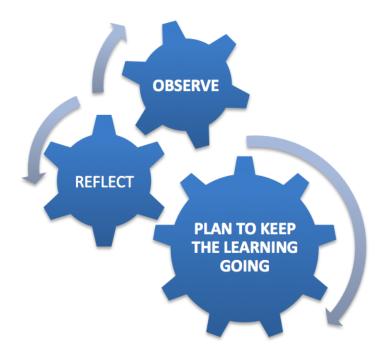
 Eastern Connecticut State University Center for Early Childhood Education E-clip #5, "Observing Young Children," at: <a href="http://www.easternct.edu/cece/e-clips\_observation.html">http://www.easternct.edu/cece/e-clips\_observation.html</a>

#### Introduction

Distribute Handout 2, "Why Observation?"

Optional: As part of the introduction, watch the video "Observing Young Children" with students: http://www.easternct.edu/cece/e-clips\_observation.html.

Observation and assessment supports children's learning and leads to meaningful curriculum. In order to have effective observation and assessment you must first understand typical child development. As you learned in the last module on Child Development, children develop on a continuum and at their own rate. In this module we will build on that idea and learn how to celebrate child growth through observation. Observation is a key step in the curriculum cycle (see **Handout 1**, also pictured below)





How does the observation and the curriculum cycle work?

- 1. First, you must understand normal, typical child growth and development.
- 2. Then you need to carefully and thoughtfully observe the children in your care/classroom to see where they are on the developmental continuum.
- 3. By reflecting on this information you can then plan developmentally appropriate curriculum (curriculum that is appropriate for the specific abilities, interests and skills of each child).
- 4. Observation is not an end goal but the beginning of creating meaningful curriculum. It is the basis for decision making about how to create curriculum or alter the environment, and even informs how you interact effectively with each child.
- 5. As you observe, keep in mind the goals you have established for children in your care/classroom.
- 6. Careful observation can give you valuable data on how individual children are progressing.

In this module we will explore these ideas further.

### **Outcome A**

The student will give examples of children developing at their own rate.



### **Discussion Questions**

- 1. How are observation and knowledge of individual development connected?
- 2. How can understanding a child's development inform teaching and caring for that child?



#### **Presentation**

One of the most exciting parts of working with young children is witnessing their growth and development. As we watch them develop and learn it is important to acknowledge, support and celebrate their growth. We do this by carefully observing and recognizing how children in our care/classroom are developing at their own rate. Once we identify where children are in their development, it is our job to reflect on what we know, and then plan the environment and curriculum for further development and growth (see **Handout 1**). Observation and reflection on individual growth and development allows us to celebrate each child.

It is important to use the information gathered during observations on individual development to prepare appropriate curriculum, NOT to compare or label children. As

we learned in the last module, each typically developing child will eventually master developmental tasks on his/her own time schedule and we want to encourage and support them where they are. For example, one child may be walking at nine months and another at 15 months, but both children are considered to be typically developing. Or one five year-old may be reading text and another still reading pictures to tell a story from a book. Consider the following highlights of understanding and observing development:

- Children have individual temperaments, development, learning styles, experiences and family backgrounds.
- Understanding development helps us to scaffold our interactions and curriculum for young children. Scaffolding is a teaching concept introduced by researcher Lev Vygotsky. It means that teachers are providing children with sufficient support when they are learning a new skill. Through observation you can determine what a child can do independently, what they can do with help and what additional support they need to take them to the next developmental level.
- In order to fully understand where children are in their development you must observe over time, and observe them in a variety of settings.
- Teachers benefit from observation by getting to know each child well, building respect and appreciation for each child and their unique developmental timetables.
- DEL's Early Learning and Development Guidelines book can help you determine typical development and needs of each child in your care/classroom. Use the Guidelines to help you create meaningful curriculum, share development with children's parents, and inform your own understanding of individual developmental expectations. All of this helps your classroom or care setting to run smoothly.
- Because children each develop at a different rate, we as providers must have realistic expectations for learning, behavior and interactions. Realistic expectations allow us to challenge and scaffold children who are ready in one area of development, and ease up on challenges in areas where they are not ready. For example, a child who does not have the fine motor skills necessary to button their own coat may need extra time to get outside while the teacher scaffolds this learning opportunity (taking the time to help start the button and let the child finish). A child who is proficient at this skill may be given the challenge of helping another child or working towards tying shoes.
- We use the observation information we gather about children in order to assess their needs, assess our program effectiveness, and build an effective program.
- According the NAEYC Position Statement on Early Childhood Curriculum,
   Assessment and Program Evaluation's indicators of effectiveness, the information
   gathered through observation and assessment is used to understand and improve
   learning. (see Handout 3, "NAEYC & NAECS/SDE Position Statement...").
- Using observation to understand development is essential to effective teaching.



# Option 1: Discovering development For students already working in early learning programs

#### **Materials and Resources Needed**

- Handout 1, "The Curriculum Cycle"
- Paper, pens or pencils
- 1. Distribute Handout 1.
- 2. Have participants divide into small groups.
- 3. Ask them to assign fictitious names for three children in their care and then describe examples of their individual growth.
- 4. Use the *Early Learning and Development Guidelines* book as a reference and discuss whether each child is within the typical developmental continuum.
- 5. Use the *Guidelines* book to help identify differences in development between children of a similar age (based on what each participant wrote down).
- 6. Have them refer to **Handout 1** to remind them of the cycle of curriculum development and discuss how they are participating in Step 2 of this cycle during this activity.

# Option 2: Discovering development For students not currently working in early learning programs

#### **Materials and Resources Needed**

- Handouts 1 (The Curriculum Cycle) and 4 (Scenarios on Development)
- Copies of WA State Early Learning and Development Guidelines
- 1. Have participants divide into small groups. Distribute Handouts 1 and 4.
- 2. Invite students to read the developmental scenarios provided on **Handout 4**.
- 3. Use the *Early Learning and Development Guidelines* to discuss whether each child is within the typical developmental continuum.
- 4. Use the *Guidelines* book to help identify differences in development between children of similar ages.
- 5. Use **Handout 1** to remind them of the cycle of curriculum development and discuss how they are participating in step 2 of this cycle during this activity.

#### **Option 3: Celebrating children**

#### Materials and Resources Needed

Handouts 1 (The Curriculum Cycle) and 4 (Scenarios on Development)

- 1. Divide participants into small groups
- 2. Use case studies of children (Handout 4) with differing developmental levels.
- 3. Use the *Early Learning and Development Guidelines* to help identify how a teacher could encourage and support each child, while scaffolding their learning.
- 4. Use **Handout 1** to share the cycle of curriculum development and discuss how they are participating in Step 2 and 3 of this cycle during this activity.

#### **Outcome B**

The student will identify techniques for collecting child development information.



### **Discussion Questions**

- 1. What tools can be used to learn about children and their development?
- 2. How do you use the tools? What do you need to know how to do?
- 3. Why is the information gained through observation so valuable?



#### **Presentation**

#### **Observing Children**

Observation means that the teacher is intentionally watching and listening so that they are able to learn about the children in his/her care. Observation is crucial to understanding children's individual development and providing them with developmentally appropriate activities, interactions and environments.

There are many different ways to observe children in a childcare setting. The most widely used is the anecdotal record. An anecdotal record is a brief narrative account usually written after the event, describing an incident of a child's behavior that is important to the observer.

Other forms of observation that are common but used less include:

- Checklist a provider can use a checklist to keep track of when a child reaches certain developmental milestones.
- Running Record a narrative account written by the observer detailing everything that occurs within a certain period of time.
- Tally Event a list that helps you know how often something is happening during the day or with a particular child.
- Photos and videotaping using media to capture children's skills and strengths.

Some programs will require you to use particular observation, screening, or assessment tools. For example, the Head Start program may require the developmental profiles in Teaching Strategies Gold. If you are not required to use a particular tool, it is important

that you find a technique that works for you and gives you the information you need so that you can reflect and plan accordingly.

#### **Documentation**

Recording and documentation of data is an important part of any system. Why collect information if you do not have a means for using it in the future? Your program might create electronic portfolios, using a computer to keep documentation. Others might create hardcopy files, documenting each child's growth. It is essential that whatever system you use, you are able to maintain confidentiality. Confidentiality means that any observation you capture will not be revealed to others besides the family or approved staff who also works with the child. In addition, you must not leave written materials where others can see them or discuss a child in front of other parents or children.

Ongoing and systematic observation of the children will provide you with the information you need in order to offer quality care and comply with the WAC requirements to:

- Provide a variety of easily accessible learning and play materials of sufficient quantity to implement the center's program and meet the developmental needs of children in care.
- Have a current daily schedule of activities and lesson plans that are designed to meet the children's developmental, cultural and individual needs.
- Ensure the lesson plan, daily schedule of events, available toys and equipment contain a range of learning experiences to allow each child the opportunity to:
  - Gain self-esteem, self-awareness, self-control, and decision-making abilities,
  - Develop socially, emotionally, intellectually and physically,
  - Learn about nutrition, health and personal safety, and
  - Experiment, create and explore.

#### Using the data

As we have learned from previous modules, each child is a unique person with individual patterns and timing of growth. Children have their own temperaments, learning styles, experiences, and family and cultural backgrounds. A developmentally appropriate program adapts for these variations among children. This is done by learning about each child's developmental strengths and challenges through careful and intentional observation. You will then be better prepared to provide a variety of materials and activities that support children's individuality and meet their developmental needs. When planning activities for your program, please keep in mind that:

- The developmental range among children of the same age group may vary two years or more.
- You may have children with other interests or skills outside the age-range of the group, and
- You may have children with special needs who require modifications in order to do certain activities.

In summary, in order to provide individualized activities you must first be a careful and deliberate observer of children. You will learn in the next module how observation can be connected to the planning you will do for children's activities.



# Interactive Learning Activities

#### **Option 1: Objective observations**

#### **Materials Needed**

- Handouts 5 (Objective Observation Pictures) and 6 (Avoiding Non-objective Words)
- Additional pictures of children in care
- 1. Distribute **Handout 5** and have participants write down everything they notice about what is depicted in the two pictures. You can also bring in your own pictures of children in different situations.
- 2. Have participants reflect on the words they chose to describe what was happening. Did they have evidence to back up their choice of words? What was it?
- 3. Lead a discussion on the importance of being objective and not assuming or labeling feelings or behaviors.
- 4. Ask: Do you ever get confused about the difference between the words "objective" and "subjective"?

Objective is: Subjective is: Observable Opinion Factual Judgment Describable Assumption Countable Belief Truthful Rumor Suspicion

5. Have participants repeat the activity using objective statements (use **Handout 6** for example words not to use).

#### **Option 2: Pretenders and observers**

#### **Materials Needed**

- Developmentally appropriate toys for children ages 1-4
- Paper and pens

This activity will help participants learn how to observe children.

1. Inform participants that they are going to practice observing children using the anecdotal method.

- 2. Remind them that an Anecdotal Record is a brief narrative account usually written after the event, describing an incident of a child's behavior that is of significance or important to the observer.
- 3. Place some toys usually found in a child care environment in the front of the room. Ask four participants to volunteer to pretend to be a one, two, three, or four year-old child. While in character, ask them to interact with the toys and each other for three minutes. DO NOT BEGIN PRETENDING YET!
- 4. The remaining participants will write an anecdotal record for two children after the pretend play has stopped. Remind them to use objective words.
- 5. Let the pretending begin!
- 6. Ask each group to share their observations

#### **Option 3: Current tools**

#### **Materials Needed**

- Handout 7 (TS Gold, High Scope and Child Skills Checklist)
- Optional: internet access

There are many commercial tools available for a home or center to use in order to observe and assess children. These include: Teaching Strategies Gold, High Scope, Child Skills Checklist, etc. As of 2102, Washington State is using Teaching Strategies Gold to provide information on incoming Kindergarteners with the WaKIDS project.

- 1. Have participants divide into three groups.
- 2. Ask each group to explore one type of commercial observation tool. Use the internet to access the tools or refer to **Handout 7**. Suggested internet sites:
  - TS Gold: <a href="https://www.teachingstrategies.com/page/GOLD-assessment-online.cfm#product\_overview">https://www.teachingstrategies.com/page/GOLD-assessment-online.cfm#product\_overview</a>
  - High Scope: http://www.highscope.org/Content.asp?ContentId=113
- 3. Have participants create a marketing campaign to convince the class to buy their tool.
- 4. Discuss pros and cons of all tools as a whole group.

#### **Option 4: Writing objective observations**

#### **Materials Needed**

- Internet access required
- 2. Work in small groups to share individual anecdotal records and check for objectivity.

#### **Outcome C**

The student will describe professional behavior regarding confidentiality of referrals.



### **Discussion Questions**

- 1. How would you approach a parent or caregiver about the need for a referral for developmental screening of their child? What do you need to consider *before* talking to a parent or caregiver?
- 2. Why is confidentiality important? What could be possible outcomes for not maintaining confidentiality?



#### **Presentation**

#### **Developmental screening**

Occasionally, after reflecting on your observations of a child, you may notice some "red flags" or atypical development (see Module 2, Outcome A, Handout 2). You may need to talk with a child's family about the need for gathering more information. Developmental screening tools will provide more clues on how a child is progressing and where the challenges are. Sometimes developmental screenings provide the information required to request early intervention, such as specific supports for targeted delays, if needed. By catching challenges early you can be instrumental in getting the help a child needs for optimum growth.

You are required by Washington state law to advise the family of their child's progress and issues relating to developmental needs and program practices. These conversations can be difficult. Following is a list of ways you might prepare yourself as a professional:

- Sharing observation data with a child's family can be painful and intimidating. Often
  you are the first person to acknowledge atypical development about a child.
  Families may or may not have noticed that anything is different. Often they become
  defensive and sensitive, making it difficult. Working with a co-worker to script your
  discussion is a good way to start.
- Good documentation of your observations and knowledge of typical child development will help you to share the information objectively. With observations based on Developmental Guidelines, you can confidently share your collected data with parents knowing that it is based on evidence, not opinion.
- Knowing the local resources for referral is essential to help families understand
  what their next steps are. Have a list of local resources available so you will be
  able to connect families with additional information or help. It is always a good idea
  to call the resources in your area and establish a personal contact and positive
  relationship. You can then refer families with confidence that they will be in good
  care.

As discussed earlier, it is essential as a professional in this field to keep all
observations and referrals confidential. Information about your observations
should only be shared with the child's family, approved co-teachers and/or director.
You must maintain confidentiality between the program and the child's family
regarding each child's observation and assessment. Make sure you know where
confidential observation records are kept, or create a private place to keep all
observation data on children.



# Interactive Learning Activities

#### **Option 1: Ethical guidelines**

#### **Materials Needed**

- Handout 8 (NAEYC Code of Ethical Conduct & Statement of Commitment), or
- NAEYC Code of Ethics booklets (order in advance from http://www.naeyc.org/store/node/450))
- 1. Distribute copies of the NAEYC Code of Ethics or **Handout 8**.
- 2. Divide participants into three groups.
- 3. Have each group explore the Code of Ethics and find what their ethical responsibilities of observation are.
- 4. Have each group report back on their findings to the class.

#### **Option 2: Communicating with collaborators**

#### **Materials Needed**

- CONNECT Modules web site (The Center to Mobilize Early Childhood Knowledge), found at <a href="http://community.fpg.unc.edu/">http://community.fpg.unc.edu/</a>.
- Internet access required

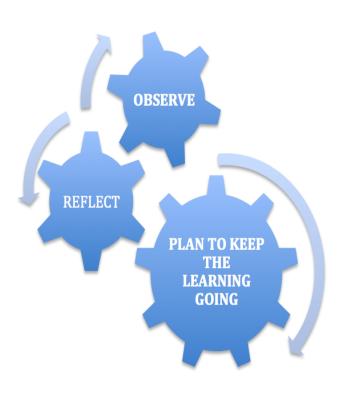
You'll want to familiarize yourself with the CONNECT online system ahead of time, specifically Module 3--Communication for Collaboration, found at: <a href="http://community.fpg.unc.edu/connect-modules/learners/module-3">http://community.fpg.unc.edu/connect-modules/learners/module-3</a>.

Select the most appropriate learning activities from this rich resource. Guide your students through the five-step learning process: Dilemma, Question, Evidence, Decision, and Evaluation. Use the teacher scenario, a classroom teacher struggling with following up on recommendations from her collaborating Speech Therapist. Students successfully completing this activity should be able to answer the question: "What is your role in maintaining confidentiality when working with specialists or collaborating partners?"

# Assessment of Learning

Have students take the quiz on Handout 9, "Check for Understanding."

# **The Curriculum Cycle**



OBSERVE What is this child doing and saying?



REFLECT What does it mean?



PLAN
What do I do to keep the learning going?

# Why Observation?

# Why observation? How do teachers benefit?

#### 1. To build relationships with children:

- Get to know each child
- Respect and appreciate children
- Connect with children
- Foster children's competence and success

#### 2. To become a skilled observer:

- What do I want to find out?
- When and where should I observe?
- How do I record what I observe?
- How do I organize the information
- I collect?

#### 3. To observe and document effectively:

- Observe over time
- Watch children in varied situations
- Record what you observe
- Organize the information you
- collect

Adapted from J.R. Jablon, A.L. Dombro, and M.L. Dichtelmiller, *The Power of Observation from Birth through Eight* (2<sup>nd</sup> Ed). Washington DC: Teaching Strategies & NAEYC, 2007, iii. © The authors. Used with permission.

Taken from *Young Children* March 2011, "Observation and Early Childhood Teaching: Evolving Fundamentals," by Stuart Reifel <a href="http://www.naeyc.org/files/yc/file/201103/OurProudHeritage\_Online0311.pdf">http://www.naeyc.org/files/yc/file/201103/OurProudHeritage\_Online0311.pdf</a>

# NAEYC & NAECS/SDE Position Statement: Early Childhood Curriculum, Assessment, and Program Evaluation (Assessment Section)

#### Assessment

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To best assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. The purposes of doing assessment are: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

#### Indicators of Effective Assessment Practices

- Ethical principles guide assessment practices.
- Assessment instruments are used for their intended purposes.
- Assessments are appropriate for ages and other characteristics of children being assessed.
- Assessment instruments are in compliance with professional criteria for quality.
- What is assessed is developmentally and educationally significant.
- Assessment evidence is used to understand and improve learning.
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.
- Assessments use multiple sources of evidence gathered over time.
- Screening is always linked to follow-up.
- Use of individually administered, norm-referenced tests is limited.
- Staff and families are knowledgeable about assessment.

Found at: http://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf

# Scenarios on Development

<u>Scenario 1:</u> An 18-month-old child is consistently crawling and pulling up on furniture. Child has not taken any steps independently but can take steps when holding on to an adult's hands. Child is able to cruise around the edges of furniture independently.

<u>Scenario 2:</u> A 3-year-old child is able to read simple sight words in book including 'mom,' 'dad,' 'car', 'cat' and 'dog.'

Scenario 3: A 6-month-old child is grasping at objects placed in front of him.

<u>Scenario 4:</u> A 4½-year-old holds a book upside down when asked to "read" a book; can identify objects in the pictures when asked, but is not able to retell the story when prompted.

<u>Scenario 5:</u> A 6-year-old is able to calm down her own strong emotions and can correctly label the emotions of others.

<u>Scenario 6:</u> A 5-year-old child creates his own patterns with a variety of materials and describes what the pattern is.

Scenario 7: A 26-month-old recognizes her own name as a whole word.

Scenario 8: A 10-month-old can grasp and drink from a cup.

Scenario 9: A 12-month-old can point to indicate what he or she wants.

<u>Scenario 10:</u> A 4-year-old is able to name many of the basic needs of animals and people (habitat).

Scenario 11: A 14-month-old is walking unsteadily on his own.

# Objective Observation Pictures





Handout 6

# **Avoiding Non-objective Words**

During an observation it is important to describe what you see and hear using words that do not indicate judgment or conclusions on your part. Feelings, intelligence, motivation or how someone feels about him/herself can't be observed. Stick to what you actually see and hear and do not interpret. Interpretation comes later when you start deciding how to use the observation data to plan interventions and activities.

### Examples of words to avoid:

Happy Competent
Sad Weak

Mad Strong

Bored Pretty

Proud Insecure

Lazy Ugly

Crabby Normal

Cooperative Abnormal

Smart Good

Dumb Bad

Slow

Bright Mean

Average Frustrated

Above or below average Got revenge

Provoked Helpful

Out-of-control Tricked

### TS Gold, High Scope and Child Skills Checklist

# Teaching Strategies GOLD® online

#### Sign up for a demo of Teaching Strategies GOLD online

Teaching Strategies GOLD online offers a revolutionary approach to early childhood assessment. It is an assessment tool available to teachers that is user-friendly and inclusive—one that enables them to increase the effectiveness of their assessments while having more time to spend with children. It's easy to use, it's effective, and it works—saving teachers' time and helping them be confident in their assessment decisions.

#### Helps early educators focus on what matters most

Teaching Strategies GOLD can be used with any developmentally appropriate early childhood curriculum and is based on 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework. These help teachers focus on what matters most for children's success.

#### Supports all learners

Teaching Strategies GOLD can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills.

#### Fully bilingual: English and Spanish

Because *Teaching Strategies GOLD* is a fully bilingual tool, it offers teachers support for assessing the dual-language learners in their classrooms who are learning English and Spanish.

#### User-friendly features

With user-friendly features such as research summaries, color-coded progressions of development and learning, online portfolios, and easy-to-generate, state-of-the-art reports, *Teaching Strategies GOLD* online saves teachers time and helps eliminate some of the common challenges associated with assessment.

With Teaching Strategies GOLD online, teachers can:

- Use a variety of online tools to gather and organize meaningful data quickly, including online portfolios where children's work can be stored.
- Create a developmental profile of each child to answer the questions, "What does this child know? What is he or she able to do?"
- Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child's learning determine if a child is making progress and compare the child's

- knowledge, skills, and behaviors to those of most children of his or her age or class/group.
- Recognize children who might benefit from special help, screening, or further evaluation.
- Generate comprehensive reports that can be customized easily and shared with family members and other stakeholders; to learn more about this stateof-the-art feature, download our *Teaching Strategies GOLD* online Reports Brochure (PDF).

#### Support for Head Start programs

Head Start programs use Child Management Systems (CMS) such as ChildPlus.net to manage program data including data specific to children, classrooms, sites, and programs. A bridge connecting ChildPlus.net and *Teaching Strategies GOLD* allows for seamless data exchange between both systems. Administrators enter data once into ChildPlus.net and see the same information imported into *Teaching Strategies GOLD* online. In addition, administrators can use ChildPlus.net to add, update and archive records for their programs, significantly reducing the data entry workload as well as increasing accuracy between both Child Plus and *Teaching Strategies GOLD*. Accuracy between both systems provides for more informative and precise Head Start reports that can be used to improve classroom planning and the overall quality of a program.

### High Scope Preschool COR

The Preschool Child Observation Record (COR) is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development.

This authentic instrument can be used by any developmentally based program serving preschool children, not just programs using the HighScope

Curriculum.



#### What Does the Preschool COR Assess?

The Preschool COR is used to assess children from the ages of 2½ to 6 years. The Infant-Toddler COR is for programs serving children between the ages of 6 weeks and 3 years. Because children develop at different rates rather than according to an exact timetable, the two instruments overlap in the age range covered. Having both instruments is especially useful for programs serving children with special needs, whose chronological and developmental ages may

differ widely on one or more dimensions.

#### **Sample Pages**

- Observation Items
- Anecdote Form Book
- Family Report Form
- What's Next? Book
- Parent Guide

The COR is organized into six broad categories of child development. Within each category is a list of observation items. These items are based on key developmental indicators — KDIs (formerly known as key experiences) — in each content area for the age range covered. There are six categories and 32 items on the Preschool COR and six categories and 28 items on the Infant-Toddler COR. Under each of the items are five developmental levels that describe behavior ranging from simple (1) to more complex (5).

#### **How Does the Preschool COR Work?**

The COR is an observational tool. Teachers or caregivers spend a few minutes each day writing brief notes ("anecdotes") that describe significant episodes of young children's behavior. They record their notes on printed forms or in computer files, and then classify and rate them according to the COR categories, items, and levels.

COR anecdotes, gathered on a child over time and systematically rated according to the COR framework, are the basic units of information that are compiled and analyzed to provide a comprehensive portrait of each child's developmental gains and of the progress of the group as a whole. Using COR forms and software, a variety of reports may be generated from this information.

#### What Do I Need To Get Started?

Depending on your preference, you may choose from a written version, or Web-based version of the COR. By using the options link to your left you will find an explanation of each. Training is recommended for first-time users.



#### **How Do I Learn More?**

Here are some <u>FAQs</u> to explore or click on the links below to see sample pages. If you still have questions, please contact us by phone at 800.407.7377, by fax at 800.442.4329, or by e-mail at <u>info@highscope.org</u>.

Handout 7, cont'd

Observer:

# **Child Skills Checklist**

(From "Observing Development of the Young Child" by Janice J. Beaty)

Child's Name:

DOB:	Dates:	
Program:		
Directions:		
Put a ✓ for items you see the	child perform regularly. Put <b>N</b> for items wh	ere there is no
opportunity to observe. Leave	e all others blank.	
,		
Item	Evidence	Date
1. Self-Identity		
Separates from parents without difficulty		
Does not cling to		
classroom staff excessively		
Makes eye contact with adults		
Makes activity choices		
without teacher's help		
Seeks other children to		
play with		
Play roles confidently in		
dramatic play		
Stands up for own rights		
Displays enthusiasm		
about doing things for self		
2. Emotional Development		
Allow self to be		
comforted during stressful		
time		
Eats, sleeps, toilets		
without fuss away from home		
Handles sudden		
changes/startling situations with control		
Can express anger in		
words rather than actions		
Does not withdraw from		
others excessively		
	1	

<i>Item</i>	Evidence	Date
Shows people affection,		
connection, love		
Shows interest/attention		
in classroom activities		
Smiles seems happy		
much of the time		
3. Social Play		
Spends time watching		
others play		
Plays on own with		
toys/materials		
Plays parallel to others		
with similar toys/materials		
Makes friends with other		
children		
Gains access to play in		
a positive manner		
Maintains role in		
ongoing play in a positive		
manner		
Resolves play conflicts		
in a positive manner		
4. Prosocial Behavior		
Shows concern for		
someone in distress		
Can tell how another		
fells during conflict		
Shares something with		
another		
Gives something to		
another		
Takes turns without a		
fuss		
Helps another to a task		
Helps (care for) another		
is need		
5. Gross Motor		
Development		
Walks down steps		
alternating feet		
Runs with control over		
speed and direction		
Jumps up and lands on		
two feet		
Hops on one foot		
Throws, catches and		

<i>Item</i>	Evidence	Date
kicks		
Climbs up and down		
climbing equipment with ease		
Moves legs and feet in		
rhythm to beat		
Moves arms and hands		
in rhythm to beat		
6. Fine Motor Development		
Show hand preference		
(which is)		
Turns with hand easily		
(knobs, lids, eggbeaters)		
Pours liquid into glass		
without spilling Unfastens/fastens		
zippers, buttons, Velcro tabs		
Picks up and inserts		
objects with ease		
Uses drawing/writing		
tools with control		
Pounds in nails, uses		
clay with control		
7. Cognitive Development:		
Classification, Number,		
Time & Space Identities objects by		
shape		
Identifies objects by		
color		
Identifies objects by size		
-		
Sorts objects by likeness		
Puts events in sequence		
Counta have many are		
Counts how many are		
present Knows what happens		
today		
Can build a block		
enclosure		
8. Spoken Language		
Listens but does not		
speak		
Gives single word		
answers		

Item	Evidence	Date
Gives short-phrase		
responses		
Does chanting and		
singing		
Takes part in		
conversations		
Speaks in expanded		
sentences		
Asks questions		
Can tell a story		
9. Pre-writing & Pre-reading Skills		
Pretends to write with		
pictures and scribbles		
Makes horizontal lines of		
scribbles		
Includes letter like forms		
Makes some letters,		
prints name or initial		
Holds book right-side up;		
turns pages left to right		
Pretends to read using		
pictures to tell the story		
Retells stories from		
books with increasing		
accuracy		
Show awareness that		
print in books tells the story  10. Art Skills		
Makes random marks on		
paper Makes controlled		
scribbles		
Makes basic shapes		
Combines		
circles/squares with crossed		
lines		
Makes "suns"		
Draws person as sun-		
face with arms and legs		
Draws animals, trees,		
flowers		
Draws objects together		
in a picture		

<i>Item</i>	Evidence	Date
11. Imagination		
Pretends an action		
without taking role		
Assigns roles to takes		
assigned roles		
Takes on characteristics		
and actions of role		
Needs particular props		
to do pretend play		
Can pretend with		
imaginary objects		
Uses language for		
creating and sustaining plot		
Uses exciting, danger-		
packed themes		
Uses elaborate themes,		
ideas, details		

# NAEYC Code of Ethical Conduct & Statement of Commitment

#### Section II:

# Ethical responsibilities to families

Families\* are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation and collaboration between the home and early childhood program in ways that enhance the child's development. (\*The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing and advocating for the child.)

#### Ideals

- I-2.1---To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training
- 1-2.2---To develop relationships of mutual trust and create partnerships with the families we serve.
- I-2.3---To welcome all family members and encourage them to participate in the program, including involvement in shared decision making.
- I-2.4---To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.
- I-2.5---To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs and beliefs to ensure a culturally consistent environment for all children and families.
- I-2.6---To acknowledge families' childrearing values and their right to make decisions for their children.
- I-2.7---To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.
- I-2.8---To help family members enhance their understanding of their children, as staff are enhancing their understanding of each child through communications with families, and support family members in the continuing development of their skills as parents.

I-2.9---To foster families' efforts to build support networks and, when needed, participate in building networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

#### **Principles**

- P-2.1---We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.
- P-2.2---We shall inform families of program philosophy, policies, curriculum, assessment system, cultural practices, and personnel qualifications, and explain why we teach as we do—which should be in accordance with our ethical responsibilities to children (see Section 1).
- P-2.3---We shall inform families of and, when appropriate, involve them in policy decisions.
- P-2.4---We shall ensure that the family is involved in significant decisions affecting their child.
- P-2.5---We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own program.
- P-2.6---As families share information with us about their children and families, we shall ensure that families' input is an important contribution to the planning and implementation of the program.
- P-2.7---We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.
- P-2.8---We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.
- P-2.9---We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.
- P-2.10---Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder education, development, or well-being of children.
- P-2.11---We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.
- P-2.12---We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family

- members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).
- P-2.13---We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.
- P-2.14---In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.
- P-2.15---We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made we shall follow up to ensure that services have been appropriately provided.

Found at: <a href="http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf">http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf</a>

© NAEYC 2005

**Handout 9** 

# ☑ Check for Understanding (10 Points)

#### Choose the best answer to demonstrate your understanding of Module 3.

- 1. To be an effective observer first you must understand normal, typical Child Growth and Development. T/F
- 2. The curriculum cycle is made up of what three components?
  - a. Plan, observe and reflect
  - b. Discuss, plan and implement
  - c. Interact, intervene and plan
  - d. None of the above
- Careful observation can give you valuable data on how individual children are progressing. T/F
- 4. Observation does not give you information about individual progress. T/F
- 5. Which of the following list is something that observation is <u>not</u> used for?
  - a. Developing curriculum to meet the individual needs of the group
  - b. Watching children progress in their development
  - c. Comparing and labeling children
  - d. Changing the environment to meet children's needs
  - e. None of the above
- 6. Through observation you can determine what a child can do independently, what they can do with help, and what additional support they need to take them to the next developmental level. T/F
- 7. To really understand children you must:
  - a. Observe over time
  - b. Observe in a variety of settings

c. Observe intently one time d. Observe in one familiar setting e. A and B f. B and C g. C and D 8. According the NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation's indicators of effectiveness, the information gathered through observation and assessment is used to understand and improve learning. T/F 9. Confidentiality means that you should only discuss information about a child with: a. Their family b. The director c. Other teachers that work with the children d. All of the above 10. The most commonly used form of observation is the Running Record. T/F 11. Which are types of observation tools? a. Running record b. Anecdotal c. Tally event d. Checklist e. All of the above 12. The developmental range in a same-age group may vary two years or more. T / 13. Which is not **Objective**?

F

a. Observable

b. Factual

- c. Describable
  d. Countable
  e. Opinion

  14. Subjective is:
  a. Opinion
  b. Judgment
  c. Assumption
  d. Belief
  e. Rumor
  f. Suspicion
  g. All of the above

  15. You are required by WAC 170-295-2080 ("What must I communicate to parents?") to advise the parent of each child's progress and issues relating to the child's care and
- individual practices concerning the child's special needs. T/F

  16. Only the director needs to know about local resources for families because they do
- 17. The code of Ethics from NAEYC is useful to understand your role in observation T/F
- 18. Observation helps you build relationships with children by:
  - a. Getting to know each child

all the referrals for a center. T/F

- b. Respecting and appreciating children
- c. Connecting with children
- d. Fostering children's competence and success
- e. All of the above
- 19. To become a skilled observer you should <u>not</u> ask yourself which of the following:
  - a. What do I want to find out?

- b. What is wrong with this child?
- c. How do I record what I want to know?
- d. How should I effectively organize the information I collect?
- 20. Which is an objective word from the following list?
  - а. Нарру
  - b. Frustrated
  - c. Normal
  - d. Smiled
  - e. Intelligent

V	Check for Understanding (Answer Key)
1)	Т
2)	A
3)	Т
4)	F
5)	С
6)	Т
7)	A
8)	Т
9)	D
10	) F (It is the anecdotal)
11	) E
12	) T
13	) E
14	) G
15	) T
16	) F
17	) T
18	) E
19	) B
20	) D